Umatilla Elementary School

2019-20 Schoolwide Improvement Plan

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Umatilla Elementary School

401 LAKE ST, Umatilla, FL 32784

https://uel.lake.k12.fl.us

Demographics

Principal: Kimberly (Diane) Dwyer

Start Date for this Principal: 7/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students* White Students Economically Disadvantaged Students
School Grades History	2018-19: B (56%) 2017-18: B (60%) 2016-17: B (61%) 2015-16: C (52%) 2014-15: B (54%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	Yes	93%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	25%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	C

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The Mission of Umatilla Elementary School is to help each student achieve to one's potential by providing motivating instruction, successful learning experiences, and a safe and orderly environment.

Provide the school's vision statement.

Our vision at Umatilla Elementary School is to prepare students for the demands and opportunities of the 21st Century. A professional and highly motivated staff, in partnership with parents and the community, will accomplish this vision by modeling, challenging, guiding, and inspiring all students of varied backgrounds and abilities to be prepared, respectful, and responsible life time learners.

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team:

Name	Title	Job Duties and Responsibilities
Dwyer, Dianne	Principal	Establishes a school wide vision of commitment to high standards and the success of all students. Ensures teachers' and students' performance aligns with district policies and procedures. Supports and encourages continual professional learning to improve teaching and learning and initiate discussions about instructional approaches, both in teams and with individual teachers. Looks for ways to improve students' experiences at school by implementing and evaluating programs within our school (ie. Reading Horizons). Builds and nurtures relationships with parents and the community. Ensures our teachers know what is expected when it comes to student discipline, handles student discipline, makes fair decisions, and informs parents when necessary.
Schichtel, Andrea	Instructional Coach	Evaluates core content standards and programs; facilitates and supports data collection; assist in data analysis; provides professional learning based on data results; supports the implementation of the MultiTiered System Support (MTSS); ensures ELL students are receiving instruction and tools necessary to be successful in the classroom.
Choy, Therese	School Counselor	Maintains communication, knowledge of student progress toward established goals, and provides professional counseling services; supports and monitors student progress through MTSS; provides leadership in the development of a comprehensive guidance program that meets the academic, career and social needs of students.
Six, Alice	Other	Ms. Six serves as the ESE Specialist. She serves as Local Education Agent at staffings and Individual Education Plan (IEP) meetings; conducts staff development activities designed to ensure appropriate education for all students with disabilities; facilitates team meetings focusing on the accomplishment of the reading and math standards. She assists the principal in managing all ESE functions within the school and ensures compliance in all areas of ESE.
McCarraher, Kimberly	Instructional Coach	Provides guidance on the K-12 ELA plan, facilitates and supports data collection; assists in data analysis; encourages and supports teachers in their efforts to implement targeted reading instruction using data analysis in order to shape instruction; provides professional learning based on data results; facilitates Student Teams Achieving Reading Success (STAR); supports the implementation of the Multi-Tiered System Support (MTSS).
Myers, Lori	Assistant Principal	Helps the principal implement the school's vision, ensures high standards and rigorous learning goals are implemented in the classrooms. Builds and nurtures relationships with parents and the community. Handles and documents discipline issues, makes fair decisions, and informs parents when necessary.

Name	Title	Job Duties and Responsibilities
Caldwell, Susan	Instructional Media	Provides and maintains a comprehensive and culturally diverse collection of books, magazines, AV materials, and electronic resources that support and enhance the school curricula; teaches research skills using a variety of references, literature appreciation and genres, media literacy, online search strategies and other library skills; maintains and services an inventory of audio-visual equipment, computers, and software for the school; instructs and assists teachers in a variety of teaching methods, resources and advanced technologies; inspires a love of reading and learning; operates and organizes a variety of software programs, such as Reading Renaissance, AR, STAR, and other networked programs; sponsors book fairs, author days, and storytelling events; works with students, teachers, parents, reading coach, and administrators to facilitate reading incentive programs, evaluate programs and computer-based instruction and research activities.

Early Warning Systems

Current Year

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	99	106	93	91	94	121	0	0	0	0	0	0	0	604
Attendance below 90 percent	12	11	9	9	17	15	0	0	0	0	0	0	0	73
One or more suspensions	1	1	0	0	3	1	0	0	0	0	0	0	0	6
Course failure in ELA or Math	5	4	7	6	5	3	0	0	0	0	0	0	0	30
Level 1 on statewide assessment	0	0	0	12	17	17	0	0	0	0	0	0	0	46

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	1	0	3	5	10	5	0	0	0	0	0	0	0	24

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	5	5	1	2	1	0	0	0	0	0	0	0	0	14
Students retained two or more times	0	0	0	0	0	1	0	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
41

Date this data was collected or last updated

Monday 8/26/2019

Prior Year - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	13	9	10	13	14	0	0	0	0	0	0	0	66
One or more suspensions	0	2	0	0	2	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	5	7	2	6	7	1	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	15	15	15	0	0	0	0	0	0	0	45

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	26	33	26	52	60	39	0	0	0	0	0	0	0	236

Prior Year - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	7	13	9	10	13	14	0	0	0	0	0	0	0	66
One or more suspensions	0	2	0	0	2	2	0	0	0	0	0	0	0	6
Course failure in ELA or Math	5	7	2	6	7	1	0	0	0	0	0	0	0	28
Level 1 on statewide assessment	0	0	0	15	15	15	0	0	0	0	0	0	0	45

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	26	33	26	52	60	39	0	0	0	0	0	0	0	236

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	58%	57%	64%	57%	55%
ELA Learning Gains	53%	57%	58%	63%	56%	57%
ELA Lowest 25th Percentile	37%	49%	53%	61%	50%	52%
Math Achievement	68%	60%	63%	73%	61%	61%

School Grade Component	2019			2018		
	School	District	State	School	District	State
Math Learning Gains	70%	56%	62%	60%	57%	61%
Math Lowest 25th Percentile	53%	39%	51%	51%	45%	51%
Science Achievement	56%	54%	53%	56%	49%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	99 (0)	106 (0)	93 (0)	91 (0)	94 (0)	121 (0)	604 (0)
Attendance below 90 percent	12 (7)	11 (13)	9 (9)	9 (10)	17 (13)	15 (14)	73 (66)
One or more suspensions	1 (0)	1 (2)	0 (0)	0 (0)	3 (2)	1 (2)	6 (6)
Course failure in ELA or Math	5 (5)	4 (7)	7 (2)	6 (6)	5 (7)	3 (1)	30 (28)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	12 (15)	17 (15)	17 (15)	46 (45)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	56%	60%	-4%	58%	-2%
	2018	63%	61%	2%	57%	6%
Same Grade Comparison	-7%					
Cohort Comparison						
04	2019	50%	60%	-10%	58%	-8%
	2018	66%	59%	7%	56%	10%
Same Grade Comparison	-16%					
Cohort Comparison	-13%					
05	2019	56%	59%	-3%	56%	0%
	2018	62%	55%	7%	55%	7%
Same Grade Comparison	-6%					
Cohort Comparison	-10%					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	60%	62%	-2%	62%	-2%
	2018	66%	65%	1%	62%	4%
Same Grade Comparison	-6%					
Cohort Comparison						

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
04	2019	60%	61%	-1%	64%	-4%	
	2018	72%	60%	12%	62%	10%	
Same Grade Comparison		-12%					
Cohort Comparison		-6%					
05	2019	77%	57%	20%	60%	17%	
	2018	69%	58%	11%	61%	8%	
Same Grade Comparison		8%					
Cohort Comparison		5%					

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
05	2019	55%	56%	-1%	53%	2%	
	2018	58%	54%	4%	55%	3%	
Same Grade Comparison		-3%					
Cohort Comparison							

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	19	39	36	30	51	48	12				
ELL	28	26	30	65	74		48				
BLK	40	50		60	60						
HSP	34	32	31	56	68	38	42				
WHT	62	60	41	71	71	61	61				
FRL	45	45	36	61	67	48	46				
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	29	46	41	25	33	26	24				
ELL	52	65	60	62	55						
BLK	46			46							
HSP	55	61	65	64	57	50	50				
WHT	69	62	48	73	64	47	61				
FRL	61	58	48	67	61	50	49				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	24	39	45	29	36	35	25				
ELL	43	67	60	50	50						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
HSP	44	60	54	51	52	40	33				
WHT	69	66	64	78	64	57	59				
FRL	59	62	62	67	56	47	50				

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	65
Total Points Earned for the Federal Index	458
Total Components for the Federal Index	8
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	48
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	53
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	46
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	61
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The component that showed the lowest performance was in the ELA Lowest 25th Percentile. Umatilla Elementary introduced reading and conferring as a new component of the Literacy Block for the 2018-19 school year. The process and procedures were rolled out through Professional Learning Communities. This was a learning process for all teachers throughout the year. There was more emphasis on tasks and assignments rather than student learning and mastery of the standard.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The greatest decline was shown in both the Same Grade Comparison (-16%) and the Cohort Comparison (-13%) in 4th Grade ELA Achievement. Factors contributing to this decline may include departmentalizing within the grade level and multiple teacher turnover in one ELA classroom.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The greatest gap between our school and the state average was in the ELA Lowest 25th Percentile. Umatilla Elementary introduced reading and conferring as a new component of the Literacy Block for the 2018-19 school year. The process and procedures were rolled out through Professional Learning Communities. This was a learning process for all teachers throughout the year. There was more emphasis on tasks and assignments rather than student learning and mastery of the standard.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Learning Gains showed the most improvement. A number of teachers at Umatilla Elementary utilized Number Talks and Problem Based Learning during math instruction. Fifth grade teachers had a specified time to provide targeted math interventions to students performing low in math.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Potential areas of concern include; attendance below 90% and number of students scoring Level 1 on the statewide ELA assessment.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. ELA lowest 25%
2. Attendance
3. ELA Achievement
4.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Based on school data from the Needs Assessment/Analysis section list, English Language Arts is one of our most critical areas of focus.
Rationale	This area of focus was identified as a critical area of need because Umatilla Elementary experienced a decrease in ELA achievement which was below both the district and state averages. By setting a purpose for ELA instruction, Umatilla Elementary will improve learning and success by ensuring an overall increase in ELA Achievement on the Florida Standards Assessment.
State the measurable outcome the school plans to achieve	By focusing on this area, we expect to see increases in: *ELA Achievement from 56% to 60% *ELA Learning Gains from 53% to 61% *ELA Lowest 25th% from 37% to 51%.
Person responsible for monitoring outcome	Kimberly Dwyer (dwyerk@lake.k12.fl.us)
Evidence-based Strategy	Weekly collaborative planning, with a focus on setting purpose, will be used to increase ELA Achievement from 56% to 59%. To monitor this strategy, classroom walkthrough data will be analyzed twice a month by administration.
Rationale for Evidence-based Strategy	If we implement, monitor, and support collaborative planning, there will be an increase in the ELA achievement.
Action Step	
Description	1. Schedule Collaborative Planning times with grade levels. 2. Weekly meet to identify focus standards and setting purpose. 3. Schedule leadership walkthroughs to monitor implementation of purpose. 4. Review and analyze walkthrough data. 5. Share data/feedback with grade levels. 6. Leadership will attend PLC training to assist with collaborative meetings.
Person Responsible	Dianne Dwyer (dwyerd@lake.k12.fl.us)

#2	
Title	Based on school data from the Needs Assessment/Analysis section list, providing interventions is one of our most critical areas of focus.
Rationale	This area of focus was identified as a critical area of need because students with disabilities and students scoring in the lowest 25th percentile in the ELA assessment did not make sufficient gains. This area of focus will improve learning and success by ensuring students received targeted instruction in their area of need.
State the measurable outcome the school plans to achieve	By focusing on this area we expect to see increases in: *Students with Disabilities increase on the ELA assessment from 19% to 21% *Students in the Lowest 25th Percentile for ELA will increase from 37% to 51%.
Person responsible for monitoring outcome	Dianne Dwyer (dwyerd@lake.k12.fl.us)
Evidence-based Strategy	Targeted intervention will be used to increase ELA scores by 3 percentage points. To monitor this strategy, the leadership team will conduct weekly classroom walkthroughs to ensure implementation of interventions as well as reviewing I-Ready diagnostic data for ELA at the beginning and middle of the year.
Rationale for Evidence-based Strategy	If we implement, monitor and support targeted interventions, there will be an increase in ELA FSA achievement for students with disabilities and student in the lowest 25th percentile.
Action Step	
Description	1. Identify time for school wide intervention utilizing all staff. 2. Develop groups by academic need. 3. Provide interventions in classrooms. 4. Conduct walkthroughs during intervention time. 5. Provide a a full day with substitutes in order to review data and plan for next steps.
Person Responsible	Dianne Dwyer (dwyerd@lake.k12.fl.us)

#3	
Title	Based on Early Warning Indicators from the Needs Assessment/Analysis section list, school culture is one of our most critical areas of focus.
Rationale	School culture was identified as a critical area of focus because the number of students' attendance below 90% increased. This area of focus will improve learning and success by ensuring students are attending school and receiving necessary instruction.

State the measurable outcome the school plans to achieve	By focusing on this area, we expect to reduce the percentage of students meeting the EWS indicator for absences from 12% to 9%.
Person responsible for monitoring outcome	Lori Myers (myersl@lake.k12.fl.us)
Evidence-based Strategy	Sanford Harmony and Restorative Practices will be used to decrease absences above 10% from 12% to 9%. To monitor this strategy, EWS data will be analyzed monthly by leadership team.
Rationale for Evidence-based Strategy	If we implement, monitor and support Sanford Harmony and Restorative Practices, then student and teachers in classrooms will build rapport with one another, develop a culture of accountability, and attendance will increase.

Action Step	
Description	1. Social Emotional Support Team attend Sanford Harmony and Restorative Practice training. 2. Team supports implementation in the classrooms by teachers throughout the year. 3. Analyze monthly attendance reports.
Person Responsible	Lori Myers (myersl@lake.k12.fl.us)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

Curriculum nights are held for each grade level. Teachers review specific grade level information followed by a question and answer session. Weekly grade level newsletters are sent home which outline lessons and skills for the current week. Communication is sent home in students' home language when feasible. Teachers call parents regularly in regards to student progress. Report Card Nights are held the first three nine weeks of the school year. Translators are also available for parent meetings. At these meetings, parents meet one-on-one with the teachers to discuss their child's progress and recent report card. Parents are aware of current events through the use of the school website, social media and monthly school newsletters. The parent call out service is used for emergency notification along with special events.

PFEP Link

The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

UES ensures the social-emotional needs of all students are being met through counseling services by our guidance counselor, mental health liaison and Positive Alternative for School Suspensions (PASS) by incorporating Restorative Practices and Sanford Harmony lessons. The staff at Umatilla Elementary is being trained in Restorative Practices and Sanford Harmony to meet the needs of all our students academically, socially and emotionally.

Small group sessions are also held based on teacher recommendation and parent permission. A diverse group of mentors and the Leadership Team members support students who have specific needs in behavior and/or academic and emotional areas. The ESOL TA is available to communicate non-English speaking students' needs to appropriate personnel. In addition, translators are available to make phone calls home to gather family input in the event that counseling or mentoring is needed for students. UES partners with LifeStream for individual counseling based on parent/teacher referrals and results are monitored by teacher/parent reports.

The Kids Character Club and the Student of the Month Recognition Programs promote character development through the use of common language, teachable moments, literature, service learning, and modeling in all curriculum areas. This model incorporates character development into the everyday curriculum with an intentional, conscious focus. The goal of the program is to create a school culture of respect, responsibility, honesty, and other character qualities to prepare students for college, career, and life.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another.

UES has one Pre-K unit on sight. Children who are part of this unit participate in school activities, helping them to make an easy adjustment to kindergarten. At the end of each school year, Pre-K children from local programs visit our school to meet the kindergarten teachers and tour the campus. We also host Kindergarten Round-up to
register students. On this night, the entire family attends and children tour the lunchroom, library, PE area, classrooms, and ride a school bus. These activities help the student experience the school environment prior to the beginning of the school year to ease their transition.

Incoming kindergarten students are pre-tested by kindergarten teachers prior to the beginning of the school year to assess their kindergarten readiness and to help teachers plan for their academic and social needs.

Articulation meetings between ESE Pre-K to Kindergarten are arranged as needed. If further testing is needed, a testing tool is decided upon and other ESE services are added if

necessary. Vertical articulation is provided for our teachers through the use of Student Data Sheets, including ESOL services, to discuss instructional practices to support upcoming students from one grade to another.

UES works with our feeder pattern middle school to arrange for visitations/orientation days for our outgoing 5th grade students.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The school's MTSS team meets every four to six weeks to discuss data relating to specific students. The MTSS team consists of administrators, guidance counselor, academic coaches, and selected teachers. This team reviews ongoing data related to the instructional needs of targeted students through assessments, interventions, grades, parent and teacher input. The team also meets as needed to identify students in need of interventions based on i-Ready reading and math scores and grades. Administrators and instructional coaches meet frequently to conduct data chats with all teachers at all grade levels. The purpose is to align the curriculum with the needs of the students based on current data. The data drives the Intervention Program for all students whether remedial or enrichment. The groups are fluid depending on the success and needs of the students. Interventions are held four days a week for thirty minutes. The lower quartile, as identified by FSA, and students identified by data from LSAs and I-Ready are given a variety of interventions to meet their specific needs and maximize the desired student outcomes. Persons responsible for implementing these interventions are our Counselor, ESE Specialist, Literacy Coach, Curriculum Resource Teacher, classroom teachers, and specials teachers. Title 1, Title II, Title III, and Title IX funding is used to provide extended services for students beyond the regular school day. Supplemental Academic Instruction monies are also used to fund personnel allocations and other materials. UEL has 3 support facilitation teachers. There is a teacher allocated for a self contained unit and two Pre-Kindergarten exceptional student units. A speech/language pathologist is on campus for support. There are teacher aides to assist the aforementioned teachers. IDEA funds are used to purchase Chrome books, flexible seating, writing supplies,and testing protocols. These resources meet the academic needs of our students with disabilities.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Umatilla Elementary facilitates Career Day to introduce various local jobs. Our school also partners with Kiwanis and other local businesses, including Sherwin Williams, Electron Machine, Sunsational Citrus, and Bender Flooring, to assist with school functions and improvements. STEAM program has been added as an enrichment course for our students and promote careers in these fields.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Based on school data from the Needs Assessment/Analysis section list, English Language Arts is one of our most critical areas of focus.				$5,321.10
	Function	Object	Budget Focus	Funding Source	FTE	2019-20

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1000	110-Administrators	0561 - Umatilla Elementary School	Other		$2,660.56
			Notes: We will be attending the Professional Learning Communities at Work Institute conference in Orlando, Florida to support the Collaborative Planning for Purpose in the instructional framework.			
	1000	120-Classroom Teachers	0561 - Umatilla Elementary School	Other		$2,660.54
			Notes: We will be attending the Professional Learning Communities at Work Institute conference in Orlando, Florida to support the Collaborative Planning for Purpose in the instructional framework.			
2	III.A.	Areas of Focus: Based on school data from the Needs Assessment/Analysis section list, providing interventions is one of our most critical areas of focus.				$5,008.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7710	140-Substitute Teachers	0561 - Umatilla Elementary School	Other		$3,102.62
			Notes: Substitutes will be provided for each grade level team to meet for a day of data analysis and planning to create intentional plans for groups of students needing specific interventions.			
	7710	500-Materials and Supplies	0561 - Umatilla Elementary School	Other		$1,405.38
			Notes: Reading Strategies books and supplies will be purchased for teachers to use when planning and providing intervention instruction.			
	7710	519-Technology-Related Supplies	0561 - Umatilla Elementary School	Other		$500.00
			Notes: Technology will be purchased for instructional staff to use when planning and providing intervention instruction.			
3	III.A.	Areas of Focus: Based on Early Warning Indicators from the Needs Assessment/Analysis section list, school culture is one of our most critical areas of focus.				$0.00
					Total:	$10,329.10